SOCIO-ECONOMIC CONDITION AND ACADEMIC PERFORMANCE OF BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT STUDENTS OF CAVITE STATE UNIVERSITY

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ABSTRACT

ISO, DONNA ROSE S. Socio-Economic Condition and Academic Performance of Bachelor of Science in Business Management Students of Cavite State University . Undergraduate Thesis. Bachelor of Science in Business Management.. Cavite State University. Indang Cavite. April 2013. Adviser: Dr. Nelia C. Cresino.

The study was conducted to determine the relationship of socio-economic condition and academic performance of BSBM students of CvSU. Specifically, it aimed to describe the socio-economic characteristics of the BSBM students Batch 2012-2013 of Cvsu; describe the family background of the BSBM students Batch 2012-2013 of CvSU; determine the academic performance of the BSBM students Batch 2012-2013 of CvSU and; ascertain the relationship between the socio-economic condition and academic performance of the BSBM students Batch 2012-2013 of CvSU.

The 161 fourth year students of Bachelor of Science in Business Management were the participants of this study. The researcher adopted a questionnaire from the undergraduate thesis of Cresino 2011 entitled "Time and Resource Allocation of the BSBM of CvSU and their Academic Achievement". The data gathering procedure was conducted from November of 2012 to January 2013. The distributed questionnaires were collected after 2-3 days.

Multiple Regression was used in order to ascertain the degree relationship of socio-economic condition and academic performance. T-test was used to determine the significance relationship of socio-economic condition and academic performance of the students at five percent level of significant.

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The result of multiple regression shows that among the variables of socio-economic condition, enrolment status and household size were significantly ($p<.05$) related to academic performance of the participants at five percent level of significance. Meanwhile, scholarship and study time during class days (MTh) was found highly significant ($p<0.01$) to academic performance at 1 percent level.

The findings suggest that as the students could increase their GWA by maintain being a regular student and by availing scholarship that could motivate them in giving an additional time on studying specially on class days which found out to have a significant effect on student's GWA. Lesser household member could also increase student's GWA since the lesser the household size the greater parental involvement could receive from parents and the higher the chances of parents to support their children's education.

The coefficient determination, R^2 of 0.46 implies that 46 percent of the variation in the Academic Performance (GWA) of the students was explained by the variables included in the model, while the other 54 percent may be attributed to the variables not included in the analysis. Moreover, F-value 8.29 was found significant at five percent level ($p<.05$).